



Detailed Lesson Plan No.: 29

Learning Area: Practical Research 1	Grade Level: 11	Quarter: 4	Date: 03--6-2025	Duration: 1 hr
Learning Competency/-ies:	Draws conclusions from patterns and themes			Code: CS_RS11-IVg-j-1
Content/ Topic	Reporting and Sharing the Findings and Conclusions			
Key Concepts/ Understandings to be Developed	Guidelines in Making Conclusions			

1. Objectives	Knowledge	State the tips on what the researchers can do in their conclusions
	Skills	List down the tips on what the researchers should not do in their conclusions
	Attitude	Honestly, compare the findings to conclusions
	Values	Reflect on how to write conclusions based on themes

2. Learning Resources	Laptop, TV set, Formative Sheet, mobile phone connected to the internet https://sites.google.com/depd.gov.ph/research1 https://www.youtube.com/watch?v=nW3KKvGDQoY
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3. Procedures 4 minutes	A. Questions: B. Prayer: C. Checking of Attendance: D. Cleaning the Area: E. Others:
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3.1 Introductory Activity 6 minutes	Using students' cell phones or the teacher's laptop, search the internet for the meaning of the phrase "research findings". If you have an internet connection, try to use your phone's Google search icon, then type "research findings". Review: Research Findings Now, you are given multiple words, then you raise your right thumb if the word is included in the definition of the Research Findings.
	introductory context 
	results 
	summary 
	key findings 
	logical sequence 
	inclusion 

non-textual elements	👍
figures	👍
chart	👍
photos	👍
maps	👍
tables	👍
systematic description	👍
past tense	👍
page length	👍

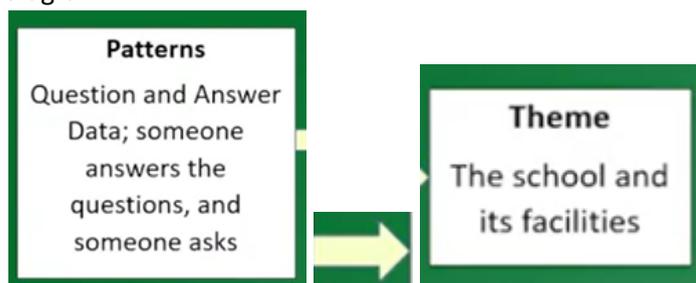
Answer:

RESEARCH FINDINGS

- An introductory context for understanding the results
- A summary of your key findings arranged in a logical sequence
- Inclusion of non-textual elements, such as figures, charts, photos, maps, tables, etc.
- A systematic description of your results
- Use of the past tense when referring to your results.
- The page length of your results section is guided by the amount and types of data reported.

Online Source: <https://www.youtube.com/watch?v=nW3KKvGDOoY>

The research findings should be based on patterns and themes. Please consider this schematic diagram.



Have you remembered these?

Patterns are the utmost concern of qualitative research, as researchers look for patterns, themes, or constructs. The researcher can generate concepts or constructs by comparing and contrasting the data collected and sorting them out until the researcher can find patterns and divide them into themes.

Theme is used as an attribute, descriptor, element, and concept. As an implicit topic that organizes a group of repeating ideas, it enables researchers to answer the study question.

Question: If the researcher has identified the subject of the research, what does he/she do? Why?

Answer: The researcher will have to ask the participants questions, and they will have to answer the questions.

What was our lesson last meeting?

Answer: Research Findings

[Unistructural]

The teacher will apply the knowledge content within and across curriculum teaching areas. {1}

Integration: Knowledge within and across curriculum teaching areas: English Content

Past Tense of the Verb must be used in writing the Research Findings.

For example: Moreover, 20 respondents answered the question, "Why don't you create a web page using Weebly?" 12 respondents answered the statement, "I don't know how to use the online dashboard of Weebly". (George P. Lumayag, 2018) Online link:

https://docs.google.com/document/d/1c9_oadVjyTKRaZBvUunbDA8VBROZkWtj4ocivCO_q7w/edit?tab=t.0

Annotation: The teacher will have to apply 1.2.2 Use research-based knowledge and principles of teaching and learning to enhance professional practice.

3.2 Activity

15 minutes

The teacher will use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. {2}

Integration: Enhance learner achievement in numeracy skills through the computation of the students' financial contributions to their qualitative research.

For example: Total Cost of the Completed Research is Php 480.00 to be shared by 8 students. How much does each research member contribute?

Formula: $\text{Php } 480/8 = \text{Php } 60.00$ per student

[Unistructural]

Integration: Division of Money. Source: <https://www.math-only-math.com/division-of-money.html>

In the **division of money**, we will learn how to divide the amounts of money by a number. We carry out division with money the same way as in decimal numbers. We put the decimal point in the quotient after two places from the right.

The process of division of money is performed as the ordinary division of a number.

New Topic:

Conclusions are inferences, deductions, abstraction, implications, interpretations, general statements and/or generalizations based on findings. (Khremer, 2009).

Tips on what you can do in your conclusion:

1. Implicitly restate your thesis/position.
2. Emphasize the importance of your subject by placing it in a larger context.
3. Offer suggestions for the future based on what you have argued:
4. End on a relevant and powerful quote or anecdote that serves to “sum up” your paper.

Tips on what NOT TO DO in your conclusion:

1. Do not bring in new material.
2. Do not weaken your position by apologizing for what you have already argued.
3. Do not end on a “cliff hanger,” leaving the reader feeling unsatisfied.

A **conclusion** contains insights drawn from the findings of each problem which answer the questions presented at the beginning of the research paper.

What are the tips on what you can do in your conclusion?

[Multi-structural]

3.3 Analysis

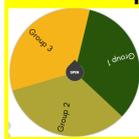
5 minutes

The teacher ensures the positive use of ICT to facilitate the teaching and learning process. [3]

The teacher will have to utilize the **visualization strategy** using Google Slides, a webpage, or video of the topic: **Conclude patterns and themes**

The students shall be grouped into three (3) by just taking into consideration their respective rows. The groups of students shall orally read their assigned tasks.

The teacher will remind the students to respect the composition of the group and always value **Gender and Development (GAD)**.



Question and Answer Scoring Rubric

	Subject Knowledge	Conventions	Eye Contact	Evidence/ Research	Overall Quality
2	Student demonstrates full knowledge by answering questions with explanations and elaboration	Excellent grasp of public speaking. Clear enunciation, steady pace, and confidence.	Student maintains eye contact with audience	Student is able to use specific evidence or research from their project and experiences to answer questions.	Meets and/or exceeds expectations on all questions and answers. Creative thinking, time management pattern, pride, and attention to detail are highly apparent.
1	Student shows adequate knowledge by answering questions with few details or elaboration	Adequate comfort – good enunciation and pace, but not as clearly polished or presented.	Student occasionally makes eye contact with the audience	Student is occasionally able to use evidence or research from their project and experiences to answer questions.	All elements of the above are present during the question and answer, but to a lesser degree of excellence.
0	Student shows little knowledge by answering questions with little to no detail or elaboration	Inaudible and/or uninterested. Significantly short responses	Student responds with little or no eye contact with the audience	Student is not able to use evidence or research from their project and experiences to support their answers.	Question and answer portion did not provide any additional insight or thought to the overall product. Little or no evidence of a clear understanding of the questions and presentation topic.

Total Score: _____ **points (10 possible)**

The students will have to orally compare findings to conclusions.

Group 1: After reading and analyzing the content, you will have to compare findings to a conclusion.

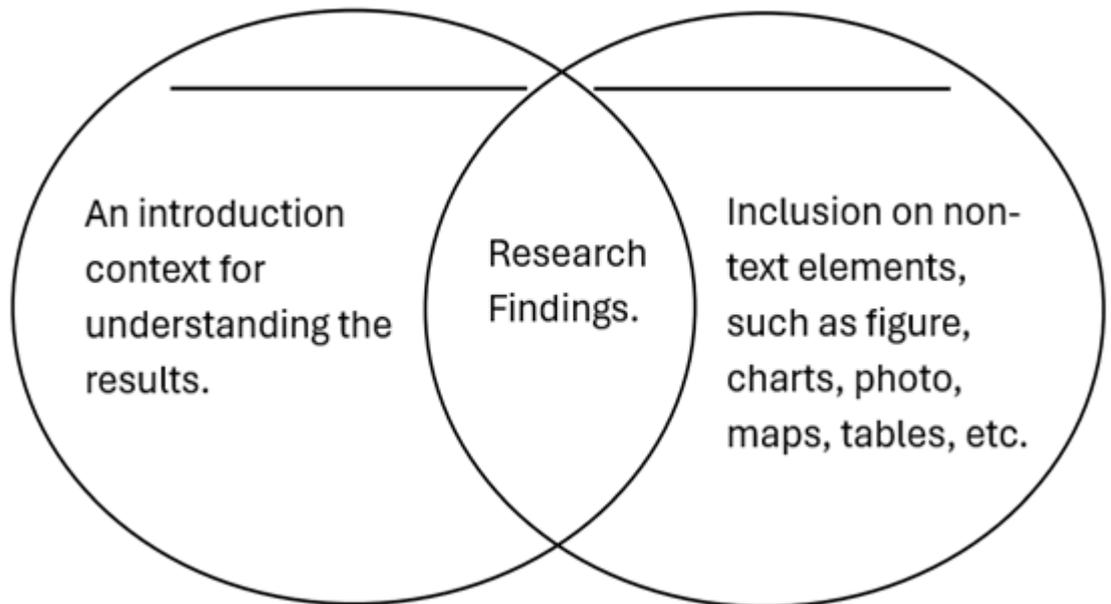
Answers vary...

Group 2: You will have to compare and contrast the inclusion of non-textual elements to an introductory context of understanding the results in writing the research findings.

Answers vary...

Group 3: You will have to compare findings to [inferences](#).

[Relational]



During the activity, the teacher will use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.[4]

3.4 Abstraction

10 minutes

The teacher maintains supportive learning environments that nurture and inspire learners to participate, cooperate, and collaborate in continued learning. [5]

Guide questions: The students shall individually answer the following questions in accordance with **DepEd's Vision, Mission, and Goals**.

Oral Recitation with Question and Answer Rubrics

Question and Answer Scoring Rubric

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Total Score: _____ **points (10 possible)**

What do you think is our topic for the day?

Answer:

Conclude patterns and themes

Instruction: Class, you have to summarize the topic.

Answer varies

Follow up question: How do you write the conclusions based on themes..

Question: How can you reflect in writing the conclusion?

Answers vary...

[Extended Abstract]

The teacher will have to design, adapt, and implement teaching strategies that are responsive to learners with disabilities, giftedness, and talents. {7}

If you are the researcher, how can you write the conclusions based on themes?

3.5 Application

10 minutes

The teacher applies a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.[6]

1. Based on the topic, how will you write the conclusions?.

Answers vary...

[Extended Abstract]

3.6 Assessment

8 minutes

The teacher plans and delivers teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse, and child labor practices.{8}

Reminders: "Class, you have to conduct your research in a child-friendly manner. You have to avoid any form of child abuse"

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
Grammar	No errors	Few minor errors	Several errors	Many errors
Organization	Clear and logical	Mostly clear	Somewhat clear	Not clear
Content	Thorough and insightful	Good, but not thorough	Basic, lacks insight	Incomplete or off-topic

Utilizing the laptop and the television set, the teacher will administer the paper-pen test.

Student Activity Sheet and Reflection Journal

Name: _____ Grade and Section: _____ Date: _____

Directions. Answer the guide questions.

State the tips on what the researchers can do in their conclusions.

List the tips on what the researchers should not do in their conclusions.

Compare the findings to conclusions.

Reflection Journal: Reflect on how to write conclusions based on themes.

3.7 Assignment
2 minutes

The students will have to search for a qualitative research study related to their field of research, and they shall have to download their chosen research papers, which will be presented before the class at the next meeting. (Note: Assignment is optional). Please browse this link @ <https://www.academia.edu/> and type the title of the research. Please save the links for you to retrieve the author's name and the year of publication.

Concluding Activity

The idea of having an internet-connected router for the students in Practical Research 1 can help them to engage in research and easily follow ethical standards in writing-related literature.

Reflection

This lesson is a vital tool in writing the data and findings of the study.

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Reviewed by:

JANETH D. BELAMALA

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ROY R. PINTOR

Student Activity Sheet and Reflection Journal

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